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ABSTRACT

The approach taken in this program is based on the assumption that children are placed in heterogeneous classes with children of varied abilities and socioeconomic backgrounds. Although migrant children may be given special attention through small group activities specifically designed to meet their needs, these children should be given the opportunity to see that all children are different from others in many respects and that, because migrant youth may be different, they are not inferior. The theoretical foundation purports that effective communication among children is of paramount importance. As children become involved with one another in relevant activities, they will be motivated to learn. The teacher acts as a facilitator/director/resource person in the learning process. The self-concepts of children will improve as they become (1) aware of their similarities and differences compared to others, (2) confident of their abilities, and (3) knowledgeable of acceptable social interaction. Their self-images will be improved if they are successful in school. In the teachers' guide, a program for effective learning is examined; activities for promoting emotional growth in migrant children (Magic Circle) and for future orientation are described; and activity units, based on Arkansas curriculum guide activities, are presented by grade level (K-6). (LS)

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PROGRAM FOR EFFECTIVE LEARNING
A Guide for Teachers of Migrant Children

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PREFACE

The state-wide preservice workshop held during June in Jonesboro motivated Arkansas educators to provide the best possible summer programs for children of migrant agricultural families. Consultants from throughout the country, keynote speakers, and state and federal officials established a strong theoretical base upon which local educators implemented an outstanding summer program. With all the ideas exchanged among participants and consultants during the workshop, questions and programmatic weaknesses were raised and gave rise to a commitment among state leaders to continue the search for ways to improve education for migrant children in Arkansas.

After considering many different strategies to expand educational opportunities for migrant children, it was decided that a guide should be developed which would be useful to classroom teachers in working with these "special" children during the regular school year as well as the summer. One of the Jonesboro consultants, Dr. J. K. Southard, was contracted to work with the State Advisory Committee for Migrant Education in developing the guide.

What the committee and consultant developed, however, was not just a curriculum guide. A unique plan was formulated to initiate an educational program which would involve educators all over the state through a continued exchange of ideas for effective learning. The assumption is that there are expert teachers throughout the state who daily use creative techniques which should be shared with other teachers. Another assumption is that effective teachers are always searching for new ideas to incorporate in their teaching. Based on these guidelines, this program guide was developed not to be the end of a project, but the beginning. It is the intent that this guide will form the base to direct future interchange of teaching techniques among the state's teachers. Provided federal funds are available, teachers will be invited to submit creative teaching activities to the State Advisory Committee to be included in the program guide. Once the Committee accepts a teacher's idea as relevant and noteworthy, the teacher would receive compensation for his contribution. Such acceptable activity cues would be published and distributed to teachers in the state participating in migrant programs. The activity format suggested in this guide should be studied carefully and revised to meet the expressed needs of educators working with migrant children.

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Special appreciation is offered to Alma Barba, Coordinator of Migrant Programs in Las Cruces, New Mexico, Public Schools for the groundwork she has laid in migrant child studies and program design—much of which has been included in this paper. Also, many ideas emanating from the work of Clarence Ramirez, Migrant Program Coordinator in Deming, New Mexico, are incorporated in the program design.

In addition, the committee and consultant are particularly grateful to Drs. Harold Bessell and Ualdo Palomares for their contribution to the guide in the form of the Human Development Program materials.

We would also like to express our appreciation to Mrs. Sara Murphy, Mr. Maxwell Dyer, and Mr. Clarence Morris for their contribution.

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PROGRAM FOR EFFECTIVE LEARNING
A Guide for Teachers of Migrant Children

THE CHALLENGE

A growing sense of urgency has been developing in America to do something about the "inequities" in society. At the same time, the frustration level begins to climb because the "inequities" are difficult to categorize and the "something to do" to improve the situation is elusive. What may be an undesirable condition from the viewpoint of one group of individuals may not be undesirable from another perspective. A solution to one problem may create other problems. It sometimes seems that the society is on a spiral to nowhere so why make the effort?

The mark of sophistication or maturity in individuals or a society is its ability to take a good look at itself, find its weaknesses, chart a course for improvement, and commit itself to action. The secure, competent individual is one who honestly looks at himself or what he has been doing and says "I can do better." But this takes a secure personality because it implies that what he is presently doing may not be the best way, could be improved and initiating corrective measures requires self analysis. Many times individuals want to make things better or improve what they are doing, but they just do not know where to begin.

These thoughts gave rise to federal legislation which would "do something" about the plight of American citizens who heretofore benefited only in a small way from America's riches. The legislation suggested that education was the American vehicle to improve life for all its citizens. The first step was categorical aid for certain segments of the society identified to have greater needs than others. One group in the society which could be helped are the migratory agricultural families.

The challenge to education is simple: improve life opportunities for the children of migrant agricultural families. How to achieve this goal may be directed by three infinitives suggested by Dr. Don Davies, "to equalize, to individualize, to humanize . . ." education. What to do is left to the creative abilities of classroom teachers, local administrators, and state educational leaders. This program is but one attempt to meet the challenge in the state of Arkansas — Land of Opportunity.

This guide includes a description of the migrant agricultural family, characteristics of the migrant child, a design for the program, some things for educators to keep in mind, and suggested activities to improve learning situations for the migrant child. The idea underlying this work is not to imply that this is *the way* to meet the challenge; rather, the intent is to establish a theoretical base which will motivate creative improvement in education.

THE MIGRANT WORLD VIEW

When one reflects on the life of agricultural migrants, many descriptors immediately come to mind which are used to stereotype all migrants. They cannot, however, be considered as a single group. All people are different from all other people. However, there are certain factors in the environment which influence social groups in different ways. Three such variables are religious orientation, the political system underlying the society's organization, and the physical environment. A specific variable which directly influences migratory agricultural life is the work itself.

Picking fruit or laboring in a field all day under a boiling sun is not like working in an air conditioned office building. Then, having to move the family every few weeks about four or five months during the year does not permit putting down roots in any community. Money to pay for the necessities of life is in short supply even during the best months, but the worst thing about a seasonal income is that it makes planning difficult or impossible. To set up a dental appointment a month in advance is practically impossible from a time standpoint, much less the financial.

When a mother, father, and all the children work in a field all day then go home to a house without indoor plumbing, who has the energy or will to plan a nutritional meal, much less wash and iron clothes? Establishing good hygiene habits in children, seeing to their health needs, and developing a good readiness base of their education require time, money, and a conducive home environment which does not exist for the migrant family.

Due to the nature of their work, migrants, as a group, have been influenced by common pressure to adopt certain identifiable characteristics. However, it must be kept in mind that individual personalities react differently to these group influences. The problem of educators is how to work with individual child personalities responding differently to migratory life styles.

Some of the characteristics which migrants are forced to assume are categorized in the following areas: (1) time orientation, (2) language facility, (3) economic dependency and independency, (4) mobility, and (5) family placement in the community.

First, migrants are generally more oriented to the present time than either to the future or past; hence, planning is shortsighted. Strengths and weaknesses of their heritage are forgotten and they tend to live only for and in the present. Preventive hygienic measures and nutritional planning for subsequent prolonged good health are not given necessary consideration.

Second, due to the highly mobile nature of the migrant, language and speech patterns may not be linguistically accurate. They tend to develop their own colloquialisms which are not a part of any community in which they might reside, but are acceptable and effective within their own social circles. Because of this, students enrolling in regular classrooms in the community where they live for a time tend to be non-verbal resulting from the inability to communicate adequately in an environment foreign to them.

Third, the migrant family is solely dependent upon an agricultural employer who may dictate the terms of employment without due concern for the welfare of the family or regard to consistent policy other than legislated regulations. As a result, the migrant has few community roots, no single motivating force, and no specific organization with which to identify. The only way he can exercise his independency in regard to the established system is to apply his right to move or migrate.

Fourth, the present time orientation and independence has forced the migrant to be highly mobile and transistory. However, the mobility phenomena may be more a state of mind in regard to the family than it is by operational definition. The migrant in perceiving himself as being "in transit" becomes a migrant in the community whether he is or not.

Fifth, the migrant family seldom becomes a member of the community in which it resides. The migrant does not involve himself in political, educational, or other activities which affect his environment. The strongest social links of the migrant are generally found in extended family groups.

In conclusion, the migrant has a limited world view. He is isolated in society and forced into a position from which it is difficult to extricate himself. He needs to be given not only the tools or skills to free himself, but he needs a habit of mind to commit himself to a better life.

THE MIGRANT CHILD

In many respects, children from migrant agricultural families are like other children of their age. They have the same broad range of abilities, fears and needs. However, their environmental restrictions have tended to limit their experiential development. The restrictions have also imposed emotional barriers which they activate whenever they come in contact with the world outside their immediate social circle. Traits of the migrant child and mechanisms he employs to deal with the pressures of his life are presented below.

First, the children differ markedly in how they react to the society based on their emotional development. Some have had little opportunity, because of their placement in a large family, to develop an idea of their place in the world. Such a youngster actually is a composite of his many

brothers and sisters. He could be identified as a presocialized child who lacks internal norms which give him a base for directing his behavior in society. How he might react in any given situation is unpredictable. To try to reason with him about right and wrong actions is generally unsuccessful.

Second, many children have learned that in order to spare themselves pain they must conform to the rules and pressures. So they timidly acquiesce to society. They are knowledgeable about the rules and know what they must do to be left alone or not get hurt. They will not get involved in anything.

Third, other children take a position opposite to that of the shy child. They know what they want and what rules stand in their way. As a result, they resist the pressures of the society at every turn. On the one hand, the environmental pressures have helped them determine their wants but economic and social prerequisites prevent them from getting what they want. At the same time, these childen reject the society and the society rejects them.

In order to meet the needs of the migrant child, different techniques have to be used with different children. But a few special needs of the migrant may direct educational planning to improve learning situations for him:

1. *Dispel the delusion of uniqueness.* Many children have the idea that they are different and because of that difference they are somehow inferior. They need to be included in activities so they may interact or communicate their feelings with other children and learn that differences do not imply inferiority.

2. *Improve understanding of their place in society.* All children need to learn how they control and are controlled by the society. In order for a sense of social responsibility to be developed, the children need to understand their feelings and the feelings of others in regard to love and being included or excluded from the lives of others.

3. *Free the child by broadening his world.* The migrant child's world must be freed of time restrictions and social limits. He needs to take a look at the future — what it holds for him — and how he may influence his future. He needs experiences in the world to the point that his involvement will motivate him to improve his life.

4. *Help the child learn to think.* Children need to learn to organize their thoughts, formulate alternative actions, and test their actions. Self discipline is based on an awareness of self and others and knowledge of how to interact with others.

5. *Build confidence in self and trust in others.* No one can learn to accept others without first having confidence in themselves. Individuals in the society cannot become productive without trust in others. Trust does not imply, however, that the individuals have the same feelings about their outlook on life. Trust, rather, is based on one's ability to predict how another will react in certain social situations with a high degree of reliability. People may be quite different from each other, yet a bond of trust or acceptance of each other may develop among them. This is possible only after they know and understand each other and this comes as a result of effective communication.

6. *Risk taking is acceptable.* Children should not be afraid to try something new. They should be able to assess their own abilities in relationship to an untried task and learn that it is all right to try something and fail. If they are afraid to try, they will never venture out of their world. No one has all the answers or is immune to failure. Successful people take chances.

7. *Consider many things before you act.* Education has become subdivided into so many areas of special study that it is difficult for children with a limited world view to fit all the pieces together. An effective program for migrant children should show how all areas of knowledge complement all other areas to make up the composite of life.

8. *Good health habits are good for you.* Because of the living conditions of migrant children the school program should stress good health habits and nutrition. But the program for

migrant children should be within the realm of possibility for them. A chart with stars for those who had orange juice, cereal, eggs, bacon, toast, and milk for breakfast is unrealistic and only promotes lying. A group of economically disadvantaged students once were asked what they had for breakfast and each one described what he had been taught was acceptable rather than tell the truth.

9. *Home-family activities should complement learning.* Involving the parents and family of migrant children to follow through in the home with learning activities initiated in school is most difficult to accomplish. However, for learning to be effective, it has to be done. If children are to achieve status in their adult lives beyond that of their present environment, they should be given the opportunity to develop habits in early childhood similar to the habits of children presently living in the higher socio-economic level. The development of this mind set may begin in school, but it must be carried over into the home. Every effort should be made to establish a close liaison with the family. Home visits, personal letters, and other approaches should be utilized. The most effective method for school people is to solicit parental assistance rather than "preach" involvement cooperation.

A PROGRAM FOR EFFECTIVE LEARNING

The Theory. The approach taken in this program is based on the assumption that migrant children are placed in heterogeneous classes with children of varied abilities and socio-economic backgrounds. The migrant children may be given special attention through small group or class activities specifically designed to meet their needs. They should be given the opportunity to see that all children are different from others in many respects, and because they may be different, they are not inferior.

The theoretical foundation purports that effective communication among children is of paramount importance. The program should be child-centered. Children learn from one another. As children become involved with each other in meaningful (relevant) activities, they will be motivated to learn. The teacher acts as a facilitator — director — resource person in the learning process.

The self concept of children will improve as they become aware of their similarities and differences compared to others, confident of their abilities, and knowledgeable of acceptable social interaction. Their self image will be improved if they are successful in school.

If a child does not think he can, he will not achieve. His attitude influences his rate of achievement in the academic areas.

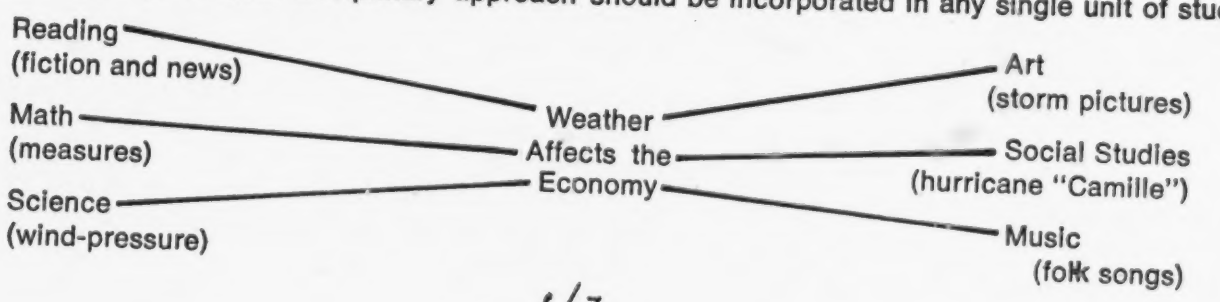
Strategy. The program design is based upon a number of different guidelines pertinent to the expressed needs of migrant children. An explanation of these guidelines is presented below.

1. All learning situations should be relevant to the migrant child. That is, learning based on what is known should form the base for venturing into the unknown.

Not a general study of many far away lands,

But, a study of home life here as compared to home life in one far-away land. Relate meaningful family living here with that in another country.

2. Knowledge derived from many different areas of study should be utilized in a comprehensive activity. A multi-disciplinary approach should be incorporated in any single unit of study.



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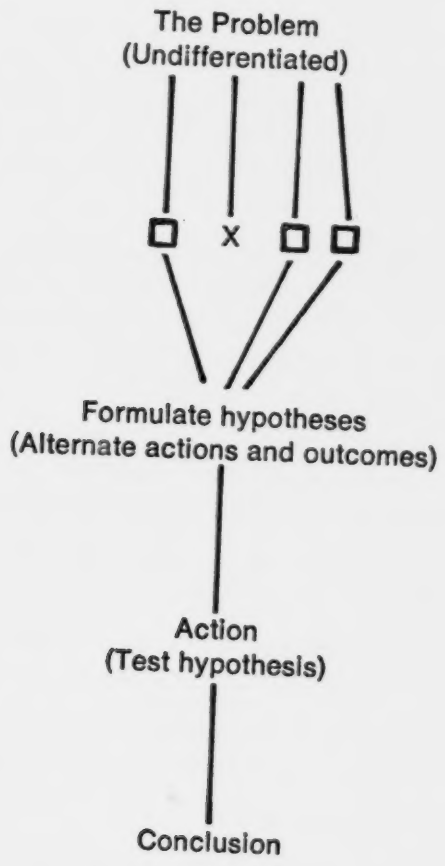
3. The scope and sequence of learning activities should progress from simply observed experiences to ideas or models and to inferences.

Grade	Activity guide
K-1-2	Experiential activities Comparison of observed similarities and differences
3-4	Abstract ideas and models Categorize knowns and unknowns
5-6	The rational process Deduction/inference

4. The rational method described in the Education Policies Commission's report, "The Central Purpose of Education," outlines the sequential development of the reasoning process.



Categorize knowns □ and unknowns X

Operations. A small group of students working jointly in a single activity have a common goal in mind. Each child, however, does a different task according to his own abilities. Once the common activity goal is achieved, each student can feel success in the total effort. From such involvement, even though individualized, the goals "to equalize" and "to individualize" are achieved. The goal "to humanize" is met in that the activity required group interaction or individual involvement. Involvement breeds personal commitment.

SOME THINGS TO KEEP IN MIND

1. Research shows that children's self perceptions are similar to their perception of the teachers' and their peers' feelings toward them. Also, the more favorable the child's perception of the feelings of others toward him, the higher his achievement in the academic areas.

2. Research shows that academic achievement particularly in arithmetic and vocabulary/communications skills is greater among students whose teachers have high scores in personal warmth. There is a relationship between teacher personality characteristics and student behavior and achievement motivation.

3. Research also shows that productivity in the classroom is related to compatibility among the students in the classroom.

4. How do you encourage children?

   a. Accept the child as he is. Don't try to treat all children the same. You can't. Recognize their differences and accept them as such.

   b. Trust the child and show faith in him. He may begin to have faith/confidence in himself.

   c. Recognize a job "well done." Praise the *effort*.

   d. Children influence each other as much if not more than a single teacher. Use the force of group dynamics.

   e. Integrate groups so that each child can be sure of a place in them. He should be given a chance to contribute in a meaningful way to the group.

   f. Establish developmental activities or tasks sequentially and psychologically spaced to insure success.

   g. Learning should be relevant/useful.

   h. Capitalize on the strengths of the student.

   i. Establish a learning climate in the classroom that motivates children to try. Children need to feel failure is no crime.

5. Perhaps the most fundamental outcome of educational research has been the revelation that the more children get involved with matters that pertain to their personal reality, the more they are likely to be motivated in the learning situation.

6. In order to teach children individually, teachers have to be expert listeners. They must listen to the children's expressions of feelings.

7. Student study habits are considerably improved through the knowledge of and through the use of research. Research can greatly enhance the outcome of student activities. It is recommended that students be taught research techniques appropriate for their respective grade levels and that they be encouraged to do research in their units of study.

THE ACTIVITIES

The first two activities are directly related to specific needs of migrants; that is, emotional development through communications and the development of a positive future orientation. The first, "Promoting Emotional Growth in Children," is designed for use in any one of the elementary school grades. The second, "Future Orientation," is a unit which meets a fundamental need of migrant children K through 6, but is constructed with sequential activities consistent with the progressive learning strategy.

The remaining activity units are presented by grade level K through 6. Each unit is based on Arkansas curriculum guide activities suggested for each grade. The unit topics are presented with activity objectives. "Mini-cues" or specific tasks to be used in the learning situation are outlined in one column with the State Department curriculum guide concept underlined in the right hand column. Also, other conceptual or behavioral considerations are offered in the right hand column to insure the effectiveness of the task. The mini-cues are headed by appropriate subject matter areas. It is noted that in as many units as possible many different academic studies are utilized to make the unit a comprehensive project.

The units are not intended to be complete study guides replete with specific objectives, projected behavioral outcomes, evaluation strategies, etc. The units are mere suggestions for teachers who are continually searching for creative teaching techniques. How the unit activities are adapted to the varied classroom situations is left to the ingenuity and expertise of the professional teacher. *You know better than anyone else how to effect learning in your classroom. These are some suggestions you may use. Do you have some ideas/activities you would like to share with others? It is hoped that this effort will promote such a program of interaction among teachers.*

PROMOTING EMOTIONAL GROWTH IN CHILDREN

(An Activity for Any Grade)

THE MAGIC CIRCLE

Teachers often report that the most valuable kinds of activities children experience involve the children themselves. Learning appears to take place more readily when children "find themselves" in what is being studied and are provided the opportunity to intimately deal with the subject matter. Moreover, children appear to respond most enthusiastically when these ideas involve direct communication with other children.

In the "Magic Circle," these important considerations are of paramount concern and are provided for specifically. Before discussing the teacher's role in bringing about these desired outcomes, let's take a close look at what a "Magic Circle" is.

DEFINITION OF THE MAGIC CIRCLE

According to the Human Development Program as described by Drs. Harold Bessell and Uvaldo Palomares, the "Magic Circle" is a group of seven to fourteen children, balanced as nearly as possible in terms of sex and age, seated with their teacher in a complete circle for the purpose of honest verbal communication with each other. A "Magic Circle" session can last from fifteen minutes (or less) to as much as forty minutes (sometimes longer sessions are appropriate).

HOW TO LEAD THE MAGIC CIRCLE SESSION

What happens during the magic circle session is the next consideration. The specific topics to be discussed are described later under the heading, "Suggestions for Magic Circle Topics." But first let's consider what the purposes for the sessions are and what these purposes say to you regarding your role in facilitating this unique type of direct communication in the classroom.

The "Magic Circle" is designed to allow children to freely express their feelings, thoughts, and behavior. This expression is encouraged in order to aid children in getting to know themselves and others better. Through listening to themselves and others, the children steadily gain self-understanding and awareness — a vital element in emotional growth. This objective shall be referred to as *Awareness*. To help children achieve awareness, there is a great deal you can do. First, you can urge the children to express themselves honestly, explaining to them that whatever they talk about is all right and that they will be safe in doing so. Upon receiving honest expression, show acceptance of the children and their expressions. It is therefore imperative that you be as non-judgmental as possible (lying or other defensive behavior on the part of any child only indicates that he feels unsafe). Patience on your part and gently added encouragement are your best means to help the children take the chance of opening-up to learn about themselves and others.

Another purpose of the "Magic Circle" is to allow children the opportunity to develop positive feelings about themselves. Said another way, the circle itself and the activities to be carried out are set up in such a way that the participating child develops a strong self-image and feelings of worth and ability to succeed. Since this concept deals with children's feelings regarding their ability to master their environment, this objective shall be referred to as *Mastery*.

In the lower grades the mastery sessions specify that each child performs a certain action that you are sure he can accomplish, such as picking up three objects with one hand. When the action is successfully completed, *you and the other children* immediately reinforce the performing child by giving him *deserved, positive* feedback. By telling the child "you can do that," he hears what is most important to him — that he can accomplish things and is worthwhile. In the intermediate and upper grades, children are encouraged to openly discuss their feelings of mastery — and the lack they may have of such feelings. You can help them by offering such

topics as "Tell about what you did well today," "Tell how you felt when you knew you did poorly on an assignment," and "Tell what you think (name of another child in the circle) does well."

To achieve knowledge in the area of *Social Interaction is* the third objective of the "Magic Circle" activities. People generally learn how to get along with others by employing their own hit and miss, trial and error strategies. In the classroom, the "Magic Circle" offers children continued daily opportunities to explore the best ways to interact with others in a stable and sequential fashion. In order to help children become adept in this area, your main task is to introduce such topics as "Let's talk about a time when you did something that made someone like you," and to encourage honest expression, as in awareness. The children should be assured that all people have feelings that they are not liked at times.

As the *awareness, mastery,* and *social interaction* sessions progress throughout the school year, your leadership role should be assumed by the children themselves. Spontaneous and direct communication between children without interference is helpful to them in gaining awareness. To achieve this you can encourage the children to listen to each other. Make sure each child who wishes to participate is given the chance, even if you have to assert yourself strongly to do so.

At the beginning of each session, your task is to "set the stage," telling the children today's topic and possibly to get the ball rolling by going first — demonstrating to them what is expected of them. Remember to be genuine; your own honest expression is vital. As the children contribute you can help them to generalize the information by pointing out *similarities* and *differences* in different children and by reiterating useful contributions. At the close of each session, you can help the children to understand what was learned by asking them questions about the things they learned about themselves and about the other children. Help them to see the relevance of these learnings to themselves and how they can use the information gained to make their lives more productive. Be specific. Further suggestions that you might employ at the close of the session are to lead the children in a brief evaluation of the session and to tell them the topic of the following day's magic circle.

YOUR ROLE OUTSIDE THE MAGIC CIRCLE

In the foregoing such words and phases as "acceptance," "be as non-judgmental as possible," "encourage," "be patient," "give deserved, positive feedback," "allow for direct child to child communication," "share the leadership role," "listen carefully to each child," "relevance," and many others applied to the suggested manner that you employ as the teacher in the Magic Circle. Perhaps the most important thing you can derive from this suggested curricular approach is to adapt these by-words in all facets of dealing with children. Let this approach permeate your teaching, whether or not you are able to conduct "Magic Circles" in your class. If you do conduct the sessions, allow these objectives to become a part of your approach in all other subject areas and dealings with the children.

SUGGESTIONS FOR MAGIC CIRCLE TOPICS

Any of the following are sample topics. You are urged to use these and to create others which are relevant to your own group of children:

Awareness: "Today let's talk about . . .

"in our classroom, things that make you feel good . . ."
"doing things at home that make you feel good . . ."
"something that happened that made you feel bad . . ."
"something someone said that made you feel bad . . ."
"what you think is inside this box that you would probably like . . ."
"what you think you could make with this piece of clay . . ."
"what you think is inside this box that you probably wouldn't like . . ."
"Today let's . . .
"tell what is happening to the crying child in this picture . . ."

"guess what makes each other happy (sad)..."
"pretend we had a million dollars, or one dollar..."

Mastery: (kindergarten through primary)

"Today let's each have a chance to..."

"use an emery board..."
"count the marbles in this jar..."
"touch our toes without bending our knees..."
"learn to say hello in another language..."
"staple two papers together..."
"cut out a paper design..."
"hop across the lawn outside..."
"draw a picture of something we like..."

Mastery: (intermediate through upper grades)

"Today let's discuss..."

"how it felt the last time you did well on an assignment..."
"the things you feel you do well..."
"something you feel you'll never be able to do well..."
"how you feel about working with your family..."
"something you feel another person in this group does well..."
"the job you feel you could do well when you grow up..."

Social-interaction:

"Today let's tell about..."

"something you did for someone else that made you feel proud of yourself..."
"something you did to someone else that made them angry..."
"something your Mother does that you like..."
"something that you feel guilty about..."
"something someone did to you that you did not like..."
"something that scares you..."
"Today let's show... (psycho-drama)"
"how you helped your Dad or someone else..."
"how you treated an animal..."
"how your friend acts when you are together..."

FUTURE ORIENTATION

(A Unit for All Grades)

ACTIVITY OBJECTIVES

The following activities will enable the child to develop a healthy orientation about the future. At the same time, the child will develop an improved self image not only in regard to his placement in the present time and world, but in the future. By communicating his feelings with other children, he will dispel some of the fears surrounding futuristic unknowns. The child will also see that it is necessary to plan for the future, establish goals for himself, and commit himself to action. Not only will the child speculate about next year, but he will find himself placed in the future class context. The children will become involved in the activity with other children which will tend to broaden or expand his world view.

KINDERGARTEN

Objectives

1. To help the child form concepts out of direct experience.
2. To improve oral communication skills.
3. To develop observation skills.
4. To initiate comparative techniques in the rational thinking process.

Activities

1. Take six to ten migrant children in a circle. Show some pictures of *first* graders as they work at school. Have the children talk about other students in their family and what interesting things have happened to them in school.

2. Divide the group into two or three smaller groups. Each group is taken to visit a *first* grade room for a short period of time during the day.

3. After the visit, a circle discussion is directed. Each child is asked to tell what he saw that he liked best.

4. Pictures are drawn showing the things they liked best about the *first* grade.

5. The teacher directs the composition of an experience chart, telling about the things the children saw during their visit. These charts are then read aloud to the total class.

FIRST GRADE

Objectives

1. To improve oral communication skills.
2. To develop the talent of observation.
3. To improve categorization and identification of similarities and differences.
4. To improve involvement with peers through total group interaction.

Activities

1. Take six to ten migrant children in a circle. Talk about what they like in their room and get them interested in the prospects of visiting another room.

2. Divide the group into two or three smaller groups. These groups visit a *second* grade room for a short period of time during one day. Scheduling to visit the other classroom might be staggered to observe different activities during the day.

3. After the children have all visited another classroom, a discussion in the circle would center around things observed that were different and the things that they observed which were the same in their grade and the other grade.

Activities

1. Make a seating chart of the second grade class and beside it, make a chart of the first grade class.

2. Count the children orally together in both classes. Make a comparison using "more than" in comparing the classes.

Activities

1. On a long sheet of butcher paper, let the migrant children draw a time chart.

2. At the top of the chart the teacher places several hours during the day. Under each hour a stick figure is drawn showing what *second graders* do during the day.

3. During the day, encourage the children to compare what they are doing with the activities on the chart.

SECOND GRADE

Objectives

1. To improve oral communication skills.
2. To develop the talent of observation.
3. To improve categorization and identification of similarities and differences.
4. To improve involvement with peers through total group interaction.

Activities

1. Divide migrant children into two groups. Half of the children visit a third grade room and a first grade room, and the other half visit another third grade room and another first grade room.

2. Circle discussions are directed by the teacher with both groups. The discussion topic might include things they can do now but couldn't do when they were in the first grade. What are third graders doing now that they can't do but will be able to do? What will the second graders have to do so they will be able to do what the third graders are doing now? What will the first graders have to learn before they can do what the second graders are doing now? What are third graders doing now that they would really like to try to do? Can they try it? If they try and fail, what happens? Should they take a chance or risk failure/success? Children should be reassured it is all right to try things even if they fail.

Activities

1. Plan a third grade day. Each group helps compile a list of third grade activities observed during their visit. This list is then presented to the total class and a discussion held as to what they are going to do during their special day.

2. A third grade game might be learned, or a third grade song.

3. Place a sign on the door saying: "Today we are a third grade."

THIRD GRADE

Objectives

1. To improve the self image through communication/involvement with peers.

2. To develop the rational process from comparison of observed situations to establishment and comparison of models or ideas.

Activities

1. Eight to ten migrant children are directed in a group discussion. The teacher directs discussions about how they think children act differently in the third grade as compared to the fourth. Are they louder or quieter, still or wiggly, considerate or rude? Such discussions may be used to build vocabulary and spelling skills.

2. Small groups visit a *fourth* grade room. Each child is told to concentrate on the actions of one specific child.

3. Upon returning to the room the group forms an imaginary class. Each child role plays what he has seen the other child doing.

4. Again form small circle discussions. Direct the children to tell how they felt in their new roles. Did they like that child's actions? Would they have acted differently? Why? How would they have acted to make a child want to imitate them?

FOURTH GRADE

Objectives

1. To improve self image of migrant children through communications.
2. To involve students in learning situations utilizing group dynamics theory.
3. To expand the world of the migrant child.
4. To establish a secure system in which migrant children may feel the excitement of meaningful contribution.

Activities

This activity should involve the interaction of the migrant child with the other children in a meaningful manner. Their place in the situation should be protected so their contribution to the group is not subjugated.

1. Each student interviews a *fifth* grader to find out what rules are enforced in their grade.

2. In small group discussions, lead the children to make a comparison between rules they observe in their fourth grade and those of the fifth grade. Which were too severe, not strict enough, or not necessary?

3. Plan one day where many rules are written for the children to observe and obey.

4. Plan another day where no rules are followed.

5. In small group discussions, lead the children to express their feelings about both days. Did they feel bad on the day with many rules? Did they feel good on the day with no rules? Did they change their actions either day? Did they feel as though they should act acceptably even though there were no rules? Are rules always necessary?

FIFTH GRADE

Objectives

1. To improve the self image of children through oral and written communications.
2. To motivate children to venture out of their immediate world via external media.
3. To involve the children in meaningful learning activities.

Activities

1. Migrant children working together as a group or with other children learn to put out a newspaper.

2. What would be included in the newspaper if it were written for teenagers? Parents? People in the city? Country? Another nation?

SIXTH GRADE

Objectives

1. To reduce the anxiety level in children preparing to enter junior high school.
2. To develop the rational process as a means of directing interpersonal social behavior.
3. To improve the self image and instill confidence in children.

Activities

Variations of this activity are good at all grade levels.

1. Have the school purchase one or more inexpensive cartridge cameras which may be used by the children.

2. Each migrant child might use a camera for one or two days. The roll of pictures he might take could be on the following topics; pictures of someone working at a job he would like to do when he grows up; what teenagers do that he would like to be able to do; adults they admire; other students they like, etc.

3. Have the pictures developed, give them to the children, and have them tell why they took the picture they did.

4. The pictures might be used as a display in the room or the students might make their own individual photo album to keep, or ? ? ?

Activities

1. Have a small group of migrant children and others attend a junior high school or high school sports activity then report back to the class about what they expected to see and how that differed from what they saw.

2. Another group might do the same thing only observe a band concert, choral concert, science fair, or other secondary school activity.

Activities

1. Plan a day to take all the migrant children to the junior high to attend classes.

2. Before the trip have the class decide what questions they want answered about the junior high. These children on their trip are going to look for answers to these specific questions.

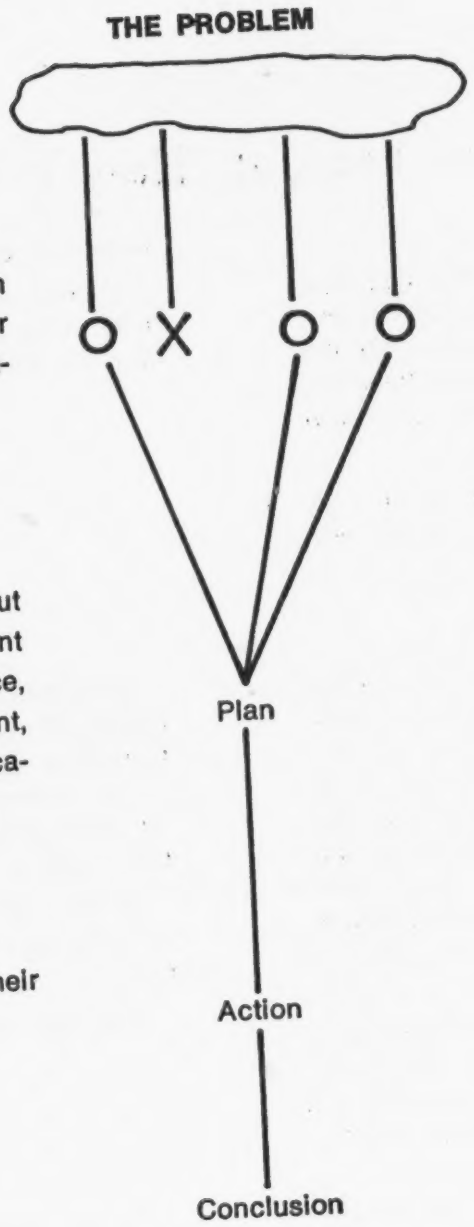
3. Upon their return, a panel is formed and the class interviews the panel members to find out answers to their questions.

Activities

1. Junior and senior high school representatives (chosen by the sixth graders) might be invited to visit in their class and talk about what school is like at the secondary levels.

Activities

1. Talk about how you would get a job in a large city (diagram on following page).



Find out as much as they can about the requirements, etc. For some things answers or information will not be available (X).

Plan how they would go about getting the job. Form different approaches (employment service, private business, government, etc. — letter, personal application, or just "walk in").

Take a field trip to test their plan

Analyze their approach.

Taking a Close Look at "How We Cooperate."

MINI-CUES

Ask the children to think of the last time they were in a game when they had fun and enjoyed it. Have several children tell the others about the game and how they felt while playing. Repeat this same procedure about games they didn't enjoy.

Culminate this activity by asking the children such questions as: "Is it a good idea to take turns, etc.?"

ANTHROPOLOGY-SOCIOLOGY

Select several children to put on a play for the others to watch. Explain to them that the idea is to pretend they are a family and to show how mothers and fathers show their children useful things, such as how they can help the family. If you have another adult in the classroom you or she could help the children choose parts and rehearse before presenting the play to the rest of the class.

Follow the same procedure changing the setting to the school. Having one child pretend that he is the teacher enacting a scene wherein he is demonstrating something to the class.

In general discussion with the young ers discuss a traffic or other type of pra tical problem and think of possible solu ns. Get a consensus of the best solution gested, and practice it right away.

Have each child color or paint pictures showing himself doing something at school to help his class. Repeat — doing something at home to help his family.

Using a minute minder or other very simple timing device, try an experiment with the children. First have 2 - 4 children work to clean up a mess in the classroom such as putting the blocks away as the others watch. Time them. Then have a larger group do the same thing. Time them. Discuss the results with the class helping them to see that "many hands make work easier."

***Concepts* and Considerations**

Games are more enjoyable when players play fairly and take turns. What people do and say affects others.

Families and schools provide the opportunities for young people to learn. The performing of special assignments (division of labor) in a cooperative manner in the family increases the efficiency of the home (economics).

Be sure the migrant children are involved by choosing at least two or more for this activity.

You may wish to narrate these playlets.

Pupils and teachers working together can agree upon classroom rules and develop projects that will be meaningful and beneficial to all the children.

GEOGRAPHY

Plan a date to have a special visiting hour for parents in the classroom. Involving the children as much as possible, plan the event so the children can explain to the parents what they do in the classroom. Have the parents then discuss what they do at home that is like what the teacher does.

School is linked to the home from which the children come.

Other ideas for involving the children in the event are:

1. Have them print a design on the outside cover of the invitations to their parents.
2. Select and practice a series of songs to sing, (using rhythm instruments) for their parents as an audience.
3. Select a favorite story with many characters and parts, performing it as a play (rehearsing beforehand) as you narrate.

Try to get all the children into the act.

Developing an Appreciation of Literature

MINI-CUES	*Concepts* and Considerations
LITERATURE Read several selections from *Mother Goose for Humor,* such as, "A Farmer Went A Riding" and "Humpty Dumpty." For child characters read, "Little Boy Blue," "Little Jack Horner," and "Little Miss Muffit." For stories, "Old King Cole," and "Old Mother Hubbard."	***Develop the ability to listen and repeat what is heard.***
PHYSICAL EDUCATION Learn several nursery rhyme games — "Ring Around the Rosy," "Farmer In the Dell," etc.	***Develop large muscle coordination.***
LANGUAGE ARTS Dramatize poems the children like best. Teacher might bring several props to school to make plays more realistic, i.e., paper crown, crepe paper cape, a bucket for Jack and Jill, etc.	***Learning through dramatization, interacting with a group.***
Teacher reads rhyme of "Little Bo-Peep." Use pictures to illustrate the story as it is told. Children retell the story by organizing the pictures in correct sequence.	***Learning to develop ability to recall and tell events in sequence.***
MATH Use counting rhymes to learn to count orally. "One for the Money," "One, two, Buckle my Shoe", etc.	***Learning to count.***
ART Procure a large roll of butcher paper. Each child lays down on a piece of paper. The teacher or another child then traces around the child. Each then colors and cuts out his favorite nursery characters. Tape or tie the figure to each child's clothes and let him recite his poem to the class.	***Develop ability to repeat what is heard.*** ***Learning through dramatization.***
Each child might act out a nursery rhyme without saying anything. The others try to guess who he is.	
You might have the children or parents make hand puppets which can be used for dramatizations.	

Grade 1

Home and School

Preparation for Winter

Social Inteaction and Decision-Making

MINI-CUES

SCIENCE

Compare how some animals prepare for winter and some ways children prepare for winter. Let each child talk about what he wore to school that day that made him feel warm.

Talk about how the snowshoe rabbit prepares for winter by changing his coat color and growing heavy fur. Read "The Big Snow," by Berta and Elmer Hader. Talk about the different animals mentioned in the poem and how each prepared for winter.

SOCIOLOGY

Contrast the way people dress in the warm countries with those in cold countries. Use pictures of Eskimos and natives in the South Sea Islands. Discuss why these people dress as they do. How would these people feel if they changed places? Would the Eskimos feel very hot living in the Islands?

HEALTH

Lay out table full of children's clothes — many different items of winter and summer clothes. Children help choose those best for winter days. Discuss why they made those choices.

PHYSICAL EDUCATION

Tying shoes could become a small group activity. A child who can tie shoes is selected as a helper for each group. Teacher could bring a new pair of shoe laces for each child. For those who do not have shoes with laces, pieces of stiff cardboard with holes for lacing might be used.

Have a shoe race. Children take off shoes and place them at one end of the room. Children line up at the opposite end and on signal, run to their shoes and put them on, and return to the line.

***Concepts* and Considerations**

The weather affects our living habits.

People in different neighborhoods usually meet their needs in similar ways.

Develop concept of "more than" and "less than."

Develop coordination of small muscles.

Working together as the members of a group.

ART

Make a paper doll for each child in the class. Each morning as seat work, each child make paper clothes for his doll. The doll should be dressed for that day's weather.

Grade 1

The Family

Working Together As a Family

All Members Must Contribute to Make a Happy Home

MINI-CUES

Concepts and Considerations

SCIENCE

Compare the work of the wolf family with the way we work together as a family. Bring out the fact that both parents in the wolf family help care for the children. Wolf cubs grow up and raise families of their own. They all work together as a pack. They work together in securing food and for protection.

People work together in their homes, schools, and neighborhood to help meet their basic needs.

Read "A Visit From Mr. Fox," an old folk tale. Compare the way Mr. Fox worked for his family's food with how parents today earn money for family needs.

To obtain their needs, people must do useful work usually away from home.

MATH

Each child counts the members in his family. The child's name and the number of members in his family are placed on the board. Talk about each family as a set. Which set has the most members? The least members? The same?

Reinforce math concepts "more than," "less than," "equal to."

ART

Have each child draw his family. Display these on the bulletin board with the child's name and address written at the bottom. The teacher should also draw her family and display it along with the children's.

Every child and his family are important to the class.

Leave the picture up until each child knows his address.

ECONOMICS

The children draw pictures and tell stories showing how various members of the family help in the home.

A division of labor takes place in the home which increases the efficiency of the family.

Role play one part of the day as "A Morning at Breakfast" showing the part each member plays and how each member of the family might help. Talk about what would happen if everyone in the family performed the same task.

Helping to share in a cooperative project makes the migrant feel more a part of that project.

SOCIOLOGY

Role play several family situations showing negative and positive feelings. Have children pretend how they are considerate of each others feelings and other scenes where members of the family are only thinking of themselves. Talk about which family would work together better and why.

Families working together are more effective when they respect the feelings of other members.

Grade 2

Living in our Neighborhood

The Policeman

People in the Community Who Show an Interest in The Well-Being of Children

MINI-CUES	*Concepts* and Considerations
SOCIOLOGY In small groups perhaps at the end of each reading circle, show pictures of a policeman helping people. Children are led to discuss how they have seen policemen help others, and how they think they could be helped by a policeman.	***Communities are made up of various groups of people interested in our well being.***
POLITICAL SCiENCE Invite a policeman to tell how he protects people. He might lead a discussion as to how the children might help him make his job easier, and what their parents might do to be helpful.	***Parents, teachers, and others can work together to bring about a desired change.*** ***People can share in the making of standards and decisions.***
ART As a class project the children draw large pictures of things the policemen do to help people. Put these all together in a book called "How the Policeman Helps Us." The teacher might write a short story under each picture that the children dictate or allow the children to write their own short stories.	***Becoming aware of how people help each other.***
MATH Display different traffic signs and talk about how these are shaped differently. Use circles, rectangles, and squares.	***Identify shapes, such as circles, rectangles, squares, and associate them with forms found in the environment.***
ART AND SOCIOLOGY Children trace around cardboard forms made by the teacher in these shapes. These are then colored and cut out by each child. For a role playing situation bring cardboard boxes with the top and bottom cut out. The children paint the sides of these to look like cars. Step into the boxes and pull them up around their waist, to travel as cars. Bring a blue shirt and make a paper policeman hat and yellow star. Role play many situations showing the work of a policeman.	***A group of people are interested in our well being.***

Grade 2

Living in Our Neighborhood

The Grocery Store

Creating an Interest in People and Services of the Community

MINI-CUES

Concepts and Considerations

MATH

Plan a visit to a supermarket to learn the units in which groceries are sold. Discuss how items are sold by the pound, quart, can, dozen, bag, or package.

Bring a dozen oranges, large and small, to the class along with a set of scales. Discuss why oranges are not sold by the dozen. Bring different size cans of corn and peas. Discuss why they come in different size cans.

The teacher or anyone as a producer is paid for her services, and with this income she purchases a wide variety of the produce and services of others.

ECONOMICS

Have children bring empty cans and cartons to class to be used in a play grocery. Bring empty cardboard boxes to be used as shelves. Also bring play money, toy cash register and sacks.

These activities help the child to identify with the group through a class period.

MATH

Review the names of money denominations. Practice giving the correct money for an item. A small pile of play money may be given to pairs of children — the two then practice giving correct change for items in the store.

A first hand experience in the exchange of money for goods.

ECONOMICS

Bring old magazines to class. Children cut out pictures of people working to earn money. Let each child tell what he feels the person in the picture is doing to earn money. Paste the pictures on a large sheet of paper for a class mural.

To obtain needed things people must do useful work.

HISTORY

Read "The General Store" by Rachael Field. Compare the supermarket today with the store of yesterday.

Comparing Community Life in Other Lands to Life in Our Own Community

MINI-CUES

HISTORY

From *National Geographic Magazine* or other pictorial resources lead class discussion centering on the differences in appearance of the people.

ANTHROPOLOGY-SOCIOLOGY

Using as many resources as possible, have the children list the ways they find people play or spend their leisure time in Hawaii and in their own community. One small group could work up a skit to present to the class showing one means of enjoyment of the people. Others could make pictures of these varied types of recreation with colored chalk on paper brushed beforehand with sugar water. In culminating class discussion note the similarities and differences between Hawaii and other states with which students are familiar.

POLITICAL SCIENCE

Using travel brochures and other informative materials relating to travel and communication with Hawaii, have each child write a story telling about the imaginary trip he plans to take to Hawaii; how he would go, what he would take, etc.

ECONOMICS

Procure some foods such as fruits, coconuts, raw sugar, etc. typical to Hawaiians. While distributing small samples of the foods to the children discuss with them how the foods grow and how they are picked and packed to be sent to our market. Discuss also the nutritional value of these foods.

***Concepts* and Considerations**

In a democracy individuals and group difference should be respected.

Nearly all communities provide some opportunities for the self-expression of their members and for their pleasure and satisfaction through their culture.

You may wish to meet with this group of children when they rehearse and narrate the skit for them when they present it to the class.

Communities in the world tend to become closely related as transportation and communications improve.

Because of limited resources and man's ever-increasing needs, each community must make the wisest possible use of all its human and natural resources.

ARITHMETIC

Have the children prepare an invoice to present to the principal for the foods purchased. Send a delegation to him to present it.

GEOGRAPHY

Provide an interest center in the classroom where one or more children can use free time to sit down and individually engage in such activities as:

1. Finding Hawaii on the globe.
2. Reading stories about children and other things of interest in Hawaii.
3. Listen with earphones to stories and Hawaiian music.
4. Do a simple worksheet relating to information learned about Hawaii.

On a chart at the interest center suggest to the children that they do these and other activities.

Location can contribute to the growth of an area. Rainfall and length of growing season can influence the way people live and work.

Free time for the children and a listening center are very valuable in the classroom. Provide both if possible.

Grade 3

Community Life in Other Lands

Communication

Comparing Communication in Other Lands with Our Own Community

MINI-CUES

HISTORY — ANTHROPOLOGY — SOCIOLOGY

Play a record of African drum music to the class. Explain to them how some tribes have used, and still use, drumbeats to communicate. Allow two children at a time to try to have a simple drum conversation. Urge the class to listen and then tell what they thought the conversation was about.

Following this allow two children at a time to pantomime the ways they communicate such as phone conversation, or a letter or message written and delivered. The class could plan and direct the skit then choose two children to enact it.

POLITICAL SCIENCE

As you write down their ideas have the class dictate ways they can use different means of communication without infringing on the rights of others.

Later, copy these statements on a chart, helping the children to learn to read it.

ART

Ask the children to illustrate these ideas as an assignment using the mixed mediums of crayola (first) and water-color. Urge them to show the expressions of people in their pictures. Allow them to tell about their pictures to the class or in small groups.

ECONOMICS

Take the children to observe you run off a master on the ditto or mimeograph machine. Discuss how this machine works, how it helps you to communicate with them, and how you are able to expect more of

***Concepts* and Considerations**

Some methods of communication are more rapid than others.

Although people everywhere have similar needs and desires, their ways of meeting them differ according to their cultures.

Rules and regulations are a part of community life everywhere, self-discipline enables people to live and work together in harmony, and it can be more effective than external sanctions.

Through art the children can show the relationships between the need for rules and the way people feel inside when they are treated with consideration or inconsideration by others.

Man's effective use of machines increases his productivity; this increased capacity to produce may influence the individual and community standards of living.

them when you use this process. Distribute the copies.

Later giving them the costs, have the children compute the total cost of the school's machines. Compare the costs of one machine to another. Also have them compute total costs for a period of time for supplies for the machines, such as the paper, repairs, or duplicating fluid.

GEOGRAPHY

Have the children draw names and write letters to each other. Before distributing the letters have each child, using the globe, choose a city or community in the world where he is going to pretend to live. As each letter is distributed (perhaps by a mail-man the class selects), orally explore with the children how the letter will have to travel (by jet, ship, train, camel, or foot) and how long it will take using maps, globe, and imagination.

The farther away a community is, the harder it is to communicate with people there.

Urge the children to personalize their letters as much as possible.

Grade 4
A Look at our World
Ways People Work

People At Work – Then and Now

MINI-CUES

Concepts and Considerations

HISTORY

Using pictures on cards or from pages in a book, discuss early man with the children. Include a clear picture of the drawings of the first men on the walls of caves. Show them on a map where this cave was discovered. Using the pictures to suggest ideas and the children's own knowledge and imagination, have them write as many sentences as they can about what kind of work early man did, and why he did it.

Man has left many different kinds of records to show how he lived in the past. Man's actions are motivated by many different reasons.

Follow-up this activity by asking the children to show the kinds of work they and their families have done — using the same, simple stick figure art style early man used. Allow them to interpret each other's "cave drawings."

Make a display on the bulletin board of the drawings, some of the written sentences about the work of eary man and the pictures of their work. Urge the children not to make the figures too tiny and to put in as much detail as possible so that anyone who looks at the picture can "read it."

ANTHROPOLOGY — SOCIOLOGY

Using yourself, the principal, the school nurse, counselor, librarian, custodian, etc., form a panel for the class. Brief speeches could be made by each panel member about his job in the school. The main objective would be to give the children a chance to ask any questions they have about their school, education in general, or jobs of the people who work in the school. Read a story to the class about school and the jobs of school people in another land. Orally compare your school with the school in the story.

Each society develops its own educational systems. Schools teach us the skills needed in a community.

In the planning stages, explain to each panel member, and urge him to keep in mind as he talks to the children, the objectives of this activity. Be sure that each panel member is prepared to answer, as honestly as possible, each question put to him. The children, likewise, should be urged to freely ask any questions they wish.

Later in the day, or the next day, re-enact this panel activity substituting a child to

Be sure the migrant children are involved in this and other special activities of this

play the part of each adult who was on the first panel. The object would be for them to see how much they learned by showing how well they are able to repeat what was said before. Keep notes as the panel proceeds. If any incorrect statements are made, tactfully repeat the correct information after the panel is finished.

Culminate the activity by asking the children to tell what things they have learned about jobs people have in schools.

nature. Since this activity will undoubtedly be exhilarating for the children, it is strongly suggested that standards for good behavior be discussed beforehand. Proceed with the activity when the children have committed themselves to remain in control of themselves.

POLITICAL SCIENCE

Invite an official from the Health Department who has traveled in other countries to come to the class to tell about state and federal laws here as they relate to the world of labor, such as, working hours, minimum wage, age of workers, and conditions. Compare U.S. labor laws with those in other countries.

Government influences the ways in which people live, work, and think. **Be sure the resource person is sympathetic to migrants and is willing to answer the children's questions.**

ECONOMICS

Before the children go home at the end of the day, give them the "homework" assignment of asking their parents what they would do next if the way they earned their living ended tomorrow. Have each child report to the class the next day his parents' replies. List the replies on a chart. Count how many different kinds of things the parents stated.

Ask the children in the class who have jobs to tell the class about their job. Ask them about how much they earned last week. Compute the total earnings of these children and compare them. See how much each child makes in a month, or in five months.

Man uses his environment in many ways to make a living. Much of our business activity depends on supply and demand.

GEOGRAPHY

Play recordings of folk songs to the children about the work people do in other lands (the Volga Boat Song from Russia is an example). As a class, learn to sing some of them.

Location can contribute to the growth of an area. Rainfall and length of growing season can influence the way people live and work.

Development of Respect for All People

MINI-CUES	*Concepts* and Considerations
HISTORY Assign each child to write a brief biography of a famous personality of the past or present. Display some of the well-written stories on the bulletin board. For an art assignment, suggest that each child paint or color a picture of the person he wrote about as he imagines that person looked when he was 9-10 years old, putting things into his paintings that illustrate this person's environment.	***The world benefits from the work and discoveries of famous men from all periods.***
SOCIOLOGY AND ANTHROPOLOGY Ask the children either individually or in small groups to make a list of the things they think people basically need for a happy life in this world. Allow them to discuss the matter among themselves and help each other with spelling, etc. After each child has several words and phrases on his list, have several read their lists, to the rest of the class. Discuss as a class the ways in which they go about obtaining these needs. In the next few days, present at least two local people who have lived abroad to talk to the children about how people in other lands meet their basic needs. In culminating discussions help the children as a class to see that basically people are alike.	***Every human being has a need for dignity and freedom. People adhere to the traditions and customs they value. All human beings, regardless of race, are more alike than they are different.*** **It is strongly suggested that at least one of these persons be black and sympathetic to migrant children, and generally perceived to be successful in the dominant culture. An example of such a person is an ex-G. I. from Korea, Germany or Viet Nam.**
POLITICAL SCIENCE After discussing "what is a government," ask the children to elect three to six persons to govern the class (for as long as you are willing to let them—one hour, one day, or longer). These governmental positions could have any titles you and/or the class would care to give them—the same being the case for the degree of power each would hold.	***The kind of government people have determines how much freedom they have. Citizens have varying degrees of obligations and privileges depending on their government.***

Allow at least three to five sets of children to serve in these positions so that the class can easily see how things differ under each governing body. Within reason, allow each governing body the latitude to put the rules, policies, and practices they decide upon into effect.

At the end of this experimental government activity, ask the children to write a story about how they felt about being governed this way and which group gave them the most freedom, and which group the least freedom. Introduce the word "tally" to the class. Then tally the results as a class, showing the children how to tally points by putting a diagonal line through four straight lines. Ask them why this is an effective way to count votes or points.

Help the children to see that this was just an experiment to help us learn about freedom and government. Take steps to cushion the possible stigma which might express itself toward the governing group voted to be the most oppressing or lax.

Grade 5

The United States

Touring the U.S.A.

Developing an Awareness of the Environment and Students' Relationship to it

MINI-CUES

Construct different kinds of road signs, similar to those on a driver's test.

Teach the meaning of different shapes of signs.

Pass out a detailed road map of the particular state being studied.

Take a trip from Point (A) to Point (B).

Students estimate for the trip:
- distance to be traveled
- expenses (estimated)
  - food
  - lodging
  - gas

Make imaginary trips to historical landmarks and national parks.

One student acts as roving news commentator and interviews the other students visiting the monument.

Individual students prepare reports of interest. One student may prepare an overlay for the over-head projector. He directs the discussion but other students may add other points of interest and information.

Concepts and Considerations

Migrant children do much traveling but do not necessarily learn from the experience. This will *help prepare them to be aware of some of the problems involved in traveling* and, hopefully *stimulate an interest in their new surroundings.*

Grade 5

The United States

Life in the United States

Learning About States and Other Units of Goverments

MINI-CUES

Adopt a state at a time, beginning with Arkansas.

Students prepare a wall map of the state (the larger the better).

Teacher acts as banker and students are paid for all acceptable behavior (completed assignments, cooperation) a set fee determined by the class.

Students buy property in the state from the banker. They mark the area on the map with their name (small tags attached to bulletin board pins).

Students may raise crops or cattle in farming area. Prices are determined and commodities are bought and sold between students.

Groups of students plan trips together, checking the large map for routes and obstacles (road construction, etc.)

Filmstrips or movies of the state are shown and discussed.

Famous people from the state may be interviewed by the class (present heroes as well as historical ones).

Natural resources, weather, history, and geography of the land for each state is studied.

Students draw the state flag, flower, bird; learn the state motto and song.

Learn area songs and dances, if such is appropriate. A parent from the area could perhaps be brought in to help.

Town meeting can be called and conducted by the mayor (student elected).

Invite retired teachers in the community to participate in the activity by talking about school 50 years ago.

***Concepts* and Considerations**

Stimulate interest in our country, state by state.

Help traveling children appreciate what can be learned by traveling.

Gain interest of present surroundings.

Stimulate interest in other than immediate surroundings.

Encourage inter-personal relationships, group interacting.

To help students grasp regional differences.

To realize how things are changing.

Grade 6
World Neighbors

Familiarizing Children with Foreign Lands

MINI-CUES

SOCIAL STUDIES, MATH, MUSIC, ART, HISTORY

Turn the classroom into a little France, decorate with French flags, (all things made by the students), posters, and pictures of France. Place a large map (student-made) on a side wall. This is a detailed road map of the country with all points of interest included.

Study the monetary system of France in relation to the American dollar system. Students are paid in francs (as explained in the 5th grade unit on States). They purchase land, landmarks, anything in the room with their francs.

Students are responsible to share with the class anything they can learn about the areas they purchase.

French expressions are placed on charts around the room. Children should learn these and more if a resource person in the area speaks French.

Learn a French song and typical French dance.

Library study—books and paintings about and by Frenchmen.

Show films about the land, the people, the customs.

Write stories (Or tell them to talk into a tape recorder) about life in your French village (fantasy).

Take the class on a trip through the country or write out this fantasy trip.

Learn about the geography, products, for export, kinds of special foods, French names.

Students may decide on a French day and make native costumes out of crepe-paper to be worn then. This activity, French songs, dancing, a creative dramatics play

***Concepts* and Considerations**

Teaching a subject not familiar to any of the students puts no one at a disadvantage.

Math problems should be written using the franc rather than dollars and cents.

Show and tell type of activity.
Language arts.

Migrant children can join a music group more comfortably than one which points up the individual difference.

Consultant note: Research and experience show that a thorough study of one foreign country (or other unknown) is more beneficial in terms of long range retention of subject matter than trying to cover the water front. That is, students will learn and retain more about *Europe* by studying *France* for a full semester than they would by studying 18-24 different countries as units in 18 weeks.

can be shared with the rest of the school.

Length of the unit will be determined by how long the migrant students will be there.

The Concept of the World Community

MINI-CUES

CURRENT EVENTS, HISTORY, ORAL ENGLISH

Students determine what nation in the U.N. they wish to represent.

Current national issues are brought to the U.N. such as U.N. involvement in Viet Nam or the claiming of colonies in outer space. Students have had to prepare themselves with some background knowledge of their country. They argue from their point of view. There may be more than one per country, if the students would rather work as a group rather than individually. One could be the ambassador and the others could be delegates.

Students may bring topics for discussion to the U.N. meeting.

***Concepts* and Considerations**

Role playing is more comfortable in a strange surrounding until the child feels accepted.

Involve the students in world problems to broaden their views.

Grades 5 - 6

Our Economy

The Reality of Economics

Work and Wages

MINI-CUES

ECONOMICS

Within the context of a state or country being studied, students determine the different kinds of jobs available.

Students apply for a job both by written application and interview.

Wages are determined and students are paid once a week.

Budgets are prepared by each student, taking care that there is something left over (even just a few cents) for investment.

Field trips to a local bank will help teach interest, percent, and the value of savings accounts. Statement problems in math should be written by the teacher to be appropriate to the area, e.g.

a. If I invest $5.00 at the First National Bank of Little Rock at 5¼% interest, what will be the value of my investment at the end of thirteen years?

b. Students can each write ten statement problems and share by solving one another's problems.

***Concepts* and Considerations**

To teach the importance of understanding money; the earning and use of money.

Involve the local community.

Grades 5 - 6

Creative Expression

Developing Creativity in Communication Skills

Speaking and Writing

MINI-CUES

CREATIVE WRITING, STORY TAPES

Teacher reads an exciting short story such as a human interest story from the current *Reader's Digest.* The teacher stops reading just before the climax. Students supply the ending of the story by taking turns telling their story to the tape recorder. Students need not identify their voices.

Student story endings are played to the group then the author's ending is played for comparison.

Teacher reads a long story or novelette on a tape.

Individual students listen to the tapes (at their leisure or choice). They may read along with the tape to help them pronounce certain words.

The dialogue may be interrupted to ask the students to repeat a sentence or a difficult word. They may be asked for an opinion, a feeling or an interpretation. They may be questioned briefly for comprehension.

***Concepts* and Considerations**

To encourage creative thinking without the added task of correct spelling, sentence structure.

***To build confidence* in the migrant student's ability to speak.**

To strengthen the ability to hear, discriminate sounds, and speak correctly.

This activity helps to strengthen migrants' self-image because they find out they can read what the tape is saying. Tapes should have high interest level but should be graded from easy to difficult.

Grades 5 - 6

Creative Expression

Creative Dramatics—Charades

Reality and Fantasy

MINI-CUES

Read a story to the children preferably a story familiar to some such as a fairy tale. Assign the different characters to the class. Have them re-create the story in their own words.

In keeping with the unit of area being studied, play charades. Limit the scope somewhat so it is not too hard for those not so familiar with broad subjects; e.g. "We are going to play charades of something we might find people doing on a farm in Kansas."

The migrant students may want to be a separate group and work out their own charade. As long as the topic is somewhat limited this could be permitted or it might be impossible for the other students to guess. A charade should be planned with the teacher before the activity begins to be used as a demonstration.

***Concepts* and Considerations**

To involve the less confident student by providing a make-believe situation which is less threatening.

To involve the migrant in group effort without requiring total involvement.

Group interaction.

A Good Source Book is *Stories to Dramatize* by Winifred Ward, Children's Theatre Press, Anchorage, Kentucky, 1953.